

GRADE 5
CA Reading/Language Arts Framework:
Content Standards that apply to students with Specific Language Impairments
GOALS/MEASURES OF PROGRESS

READING

5.1.0 Word Analysis, Fluency and Systematic Vocabulary Development

Vocabulary and Concept Development

5.1.2 Use word origins to determine the meaning of unknown words.

By (annual IEP date), (name) will apply knowledge of word origins to determine the meaning of unknown words from curriculum texts and materials as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will locate word origin from list of curriculum-relevant words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain the meaning of word origins to determine the meaning of unknown words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.1.3 Understand and explain frequently used synonyms, antonyms and homographs.

By (annual IEP date), (name) will understand and explain the meaning of curriculum-relevant synonyms, antonyms or homographs as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will select the appropriate partner word of curriculum-relevant synonym or antonym as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will explain the meaning of the selected curriculum-relevant homograph as dictated by context as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.1.4 Understand and explain the figurative and metaphorical use of words in context.

By (annual IEP date,) (name) will define figurative language and metaphors used in curriculum-relevant text and materials according to the context in which it is used as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period, (name) will identify instances of figurative language and metaphor used in curriculum-relevant texts by attending to language that does not “sound right” as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

- *By (date of marking period), (name) will complete a graphic organizer as a way to determine the meaning of the figurative language expression or metaphor as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.2.0 Reading Comprehension (Focus on Informational Materials)

Comprehension and Analysis of Grade-Level-Appropriate Text

5.2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.

By (annual IEP date), (name) will state main ideas of curriculum-relevant text and identify statements (evidence) that support main ideas as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify main idea of the text and when given choice statements selected from the text, identify those statements (evidence) that support the main idea as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will state the main idea of the text and identify at least ____ statements (evidence) within the text that support that main idea as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

By (annual IEP date), (name) will use prior knowledge to make and confirm inferences, conclusions, or generalizations about curriculum-text and support them with textual evidence as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will activate prior knowledge to make inferences, conclusions, or generalizations about curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will support inferences, conclusions, or generalizations about curriculum-relevant text with textual evidence as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Expository Critiques

5.2.5 Distinguish among facts, supported inferences, and opinion in text.

By (annual IEP date), (name) will distinguish between facts, supported inferences, and opinions about curriculum-relevant expository text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will distinguish between facts and supported*

inferences about curriculum-relevant expository text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will distinguish between facts and opinions about curriculum-relevant expository text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

5.1.0 Written and Oral English Language Conventions

Sentence Structure

5.1.1 Identify and correctly use prepositional phrases, appositives and independent and dependent clauses; use transitions and conjunctions to elaborate ideas.

By (annual IEP date), (name) will identify and use prepositional phrases, appositives, clauses, transition words/phrases and conjunctions in curriculum-relevant classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and use prepositional phrases, appositives, and clauses as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and use transition words/phrases and conjunctions as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Grammar

5.5.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set/, rise/raise); modifiers; and normative, objective, and possessive pronouns.

By (annual IEP date), (name) will define and use troublesome verbs from curriculum-relevant text as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify troublesome verbs from curriculum-relevant texts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will give accurate meanings of troublesome verbs from curriculum-relevant texts as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

LISTENING AND SPEAKING

5.1.0 Listening and Speaking Strategies

Comprehension

5.1.1 Ask questions that seek information not already discussed.

By (annual IEP date), (name) will ask /wh/ questions that determine information not already discussed following a classroom listening task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify missing or ambiguous information following a listening task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify /wh/ questions that clarify missing or ambiguous information following a listening task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.1.2 Interpret speaker's verbal and non-verbal messages, purposes, and perspectives.

By (annual IEP date), (name) will explain verbal and non-verbal messages, purposes and perspectives of a speaker in classroom listening tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will ask the speaker questions to clarify ambiguous verbal or non-verbal messages and perspectives in listening tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will paraphrase or explain verbal or non-verbal messages and perspectives of the speaker in listening tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

Organization and Delivery of Oral Communication

5.1.4 Select a focus, organizational structure, and point of view for oral presentation.

By (annual IEP date), (name) will use an organizational structure and point of view to match the type of classroom oral presentation as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will select an organizational structure (cause-effect, compare-contrast, sequential, hierarchical) that fits with the topic to be presented orally as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

- *By (date of marking period, (name) will select a point of view (1st or 3rd person) that fits with the topic to be presented orally as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.1.5 Clarify and support spoken ideas with evidence and examples.

By (annual IEP date), (name) will clarify and support spoken ideas with evidence and examples in classroom tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify when ideas in oral communication need clarification and support as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will determine what evidence and/or examples could clarify and support ambiguous or missing information in oral communication as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.1.6 Engage audience with appropriate verbal cues, facial expressions and gestures.

By (annual IEP date), (name) will engage the audience with appropriate facial expressions and gestures during classroom oral communication tasks as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will use facial expressions that match oral communication task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will use gestures that match the oral communication task as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*

5.2.0 Speaking Application (Genres and their Characteristics)

Using the speaking strategies of Grade 5 outlined in Listening and Speaking Standard 1.0, students:

5.2.1 Deliver narrative presentations:

a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.

By (annual IEP date), (name) will deliver a narrative presentation in the classroom that contains a situation, plot, point of view and setting using descriptive words as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).

- *By (date of marking period), (name) will identify and describe the situation, plot and setting of a narrative using appropriate adjective/adverbs as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*
- *By (date of marking period), (name) will identify and describe the point of view of a narrative as measured by (objective, rubric, SLS observation, teacher checklist/monitor charts).*